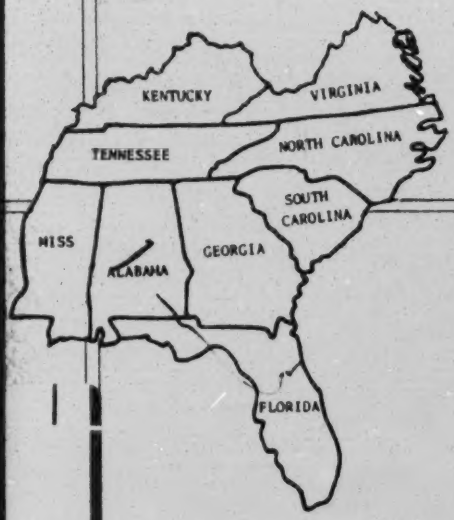
DOCUMENT RESUME

ED 095 767 HE 005 840

AUTHOR	Chambers, O. Wayne
TITLE	A Survey of the Professional Development of Student Financial Aid Administrators in Nine Southern States.
INSTITUTION	Southern Association of Student Financial Aid Administrators.
PUB DATE	Feb 72
NOTE	81p.
AVAILABLE FROM	SASFAA Study Director, Lee College, Cleveland, Tennessee 37311 ($2.00)
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	Administrator Background; *Administrator Characteristics; Educational Background; *Financial Support; *Higher Education; Job Market; *Professional Occupations; *Professional Personnel

ABSTRACT

This survey was designed to measure the level of professional development of student financial aid administrators; their academic background, their professional characteristics, and their needs for future development. A questionnaire was mailed to student aid administrators at 600 institutions of higher education located in nine southern states. A total of 433 questionnaires were returned. Results of the survey were divided into seven major areas of emphasis: background characteristics, professional characteristics, academic background, job orientation, maintaining professional competence, degree of professionalization, and needed professional development. Major findings include: (1) annual turnover in the aid profession in the South was low; (2) three out of five aid administrators were rated at a medium-to-high level of professional development, and over half the respondents directed moderate-to-large aid programs; (3) slightly more than three out of five respondents had primary responsibility for determining aid policies on their campuses; and (4) demographic data revealed that men outnumbered women three to one. Additional findings and statistical data are presented. (MJM)



PF
SPS

Library
National Center for Higher Education

BEST COPY AVAILABLE

ED 095767

HE 005 840

A Survey of the Professional Development of Student Financial Aid Administrators in Nine Southern States

O. Wayne Chambers

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Southern Assoc. of Student Financial Aid Adm.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER"

Southern Association of Student Financial Aid Administrators

February 1972

The Southern Association of Student Financial Aid Administrators (SASFAA) is a professional education organization founded in February 1964. The primary objectives of SASFAA are to promote the professional competency and association of student financial aid administrators in colleges, universities, government agencies, foundations, and others associated with private and community organizations concerned with the support and administration of student financial aid programs, and to promote such systematic studies, cooperative experiments, conferences and other related activities as may be desirable or required to fulfill the purposes of this association.

Additional copies of this report may be ordered from the SASFAA Study Director, Lee College, Cleveland, Tennessee 37311. The price is $2.00 per copy.

Copyright 1972 by the Southern Association of Student Financial Aid Administrators, O. Wayne Chambers, editor.

ACKNOWLEDGEMENTS

It is with a great deal of satisfaction that I am able to take this opportunity to express my sincere thanks to the many individuals who made this survey possible. I would be remiss in my obligations if I did not express a special debt of thanks to the Southern Association of Student Financial Aid Administrators executive officers, Eunice Edwards, Tennessee; Richard Waters, Tennessee; James Garner, Georgia; and James Ingle, Kentucky; for making possible the publication of the results of the survey.

A special note of thanks to my colleagues, the state presidents who provided their assistance in many ways: Robert Dennis, Alabama; David Hartshorn, Florida; Anne Seawell, Georgia; Bobby Halsey; Kentucky; Allen Stewart, Mississippi; Lawrence Allen, North Carolina; John Daniluk, South Carolina; and Priscilla Light, Virginia. I certainly want to thank the directors of student financial aid who gave generously of their time by participating in the survey.

I am indebted to Dr. Stephen Ivens and Dr. Kingston Johns of the College Entrance Examination Board (CEEB) who gave unselfishly of their time and advice throughout the study. I am also grateful to Dr. Robert G. Cameron of the CEEB for permission to use a CEEB

questionnaire that had been used in a previous survey. Dr. Howard Aldmon, Dr. John Ray, and Mr. Richard Waters of the University of Tennessee were of valuable assistance in various stages of the survey.

My greatest appreciation goes to my wife and daughter for their devotion and understanding while this task was fulfilled.

PREFACE

In 1964, about twenty men of vision gathered at the University of Virginia in Charlottesville to talk about the newest education administrator, the Student Financial Aid Administrator, and some of the problems facing him. Mr. James F. Carr, then Director of Financial Aid at Florida State University, was elected acting chairman of the group and the Southern Association of Student Financial Aid Administrators (SASFAA) was founded. Through hard, dedicated work, these founders generated interest in the aid programs of Higher Education and were successful in raising the interest of others throughout the region. Today, the Southern Association of Student Financial Aid Administrators has more than 491 active, dues-paying members.

The association has never lost the momentum it inherited from its founders. By the end of the sixties, it was conducting workshops to prepare and strengthen aid administrators; its annual meetings were known for their excellent calibre and the fine professional contacts and discussions; it had been successful in establishing a state association of Student Financial Aid Administrators in each of the nine Southern states; and it has provided a forum for discussion of legislation and other matters affecting student Financial Aid.

But, the membership of SASFAA was not content, and

with the beginning of the seventies, members began looking critically at the association to determine if, with all of its activities, it was indeed a profession in the true meaning of the word. They recognized that all of the ingredients were present and with some channeling of effort, it could claim to be a profession. Thus was born another major thrust. In May, 1971, the executive committee, acting for the association, voted to launch a five-part professional development program, to span a minimum of three years. This program was conceived to promote the professional development of those persons charged with the vital tasks of administering funds and providing financial counseling to those needy students who are motivated to seek post-secondary education. To this end, the professional development program of SASFAA is involved in the following activities: (1) a survey of financial aid administrators of the Southern region, (2) a curriculum models committee, (3) a committee on principles and practices (ethics) of financial aid, (4) an evaluative services committee, and (5) a continuing education committee.

As the first step in this program, the executive committee commissioned Mr. O. Wayne Chambers, then Assistant Director of Student Financial Aid at the University of Tennessee, Knoxville, to conduct an extensive survey of the financial aid administrators in the area served by the Southern Association of Student Financial Aid Administrators, that is, the states of Alabama, Florida, Georgia, Kentucky,

Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. This publication is the result of Mr. Chambers' dedicated effort. It contains a wealth of information, which can be used in innumerable and exciting ways.

This study represents a first step along the road to true professionalism. This must be our goal, for it will only be through the development of a high level of professionalism that we, as a group, will reach the peak of service we owe to our clientele, the students.

The Southern Association of Student Financial Aid Administrators is indebted to Mr. Chambers for this springboard for the future development and strengthening of our association.

Eunice Edwards
President
Southern Association of Student
Financial Aid Administrators

February 1972

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....ii

PREFACE.....iv

LIST OF TABLES.....viii

CHAPTER

I. INTRODUCTION.....1

II. JUSTIFICATION OF SURVEY.....3

III. PROCEDURES AND METHODOLOGY.....5

IV. RESULTS.....7

Background Characteristics.....8

Professional Characteristics.....9

Academic Background.....13

Job Orientation.....15

Maintaining Professional Competence.....17

Degree of Professionalization.....19

Needed Professional Development.....22

V. CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH.....24

BIBLIOGRAPHY.....28

APPENDIXES

A. Tables.....30

B. Cover Letter.....57

C. Questionnaire.....59

D. Survey Respondents.....62

LIST OF TABLES

TABLE PAGE

1. Response to the Questionnaire by States.....31
2. Distribution of Respondents by Type of Institution.....32
3. Percentage of Aid Administrators by Sex, Type of Institution, and Size of Program.....33
4. Distribution of Respondents Age by Type of Institution.....34
5. Type of Position Held by Aid Administrators by Type of Institution, Time in Profession, and Size of Aid Program.....35
6. Percentage of Respondents who have worked in Financial Aid for Various Periods of Time--by Type of Institution and Size of Aid Program.....36
7. Extent to Which Aid Administrators Report They are Responsible for Determination of Aid Policies on their Campuses--by Type of Institution, Size of Aid Program, Time in Profession, and Degree of Professionalism.....37
8. The Aid Administrator's Immediate Superior by Type of Institution.....38
9. Distribution of Annual Salaries by Type of Institution, Time in Profession and Size of Aid Program.....39

TABLE PAGE

10. Highest Degree Earned by Financial Aid Administrators--by Type of Institution, Time in Profession, Size of Aid Program, and Degree of Professionalism.....40

11. Percentage of Aid Administrators Having Taken Academic Courses in Various Areas--by Type of Institution and Time in Profession.....41

12. Percentage of Aid Administrators Judging Various Academic Courses "Very Useful"--by Degree of Professionalization and Whether Respondent had Direct Experience with such a Course.....42

13. Percentage of Aid Administrators Judging Various Types of Job Orientation Desirable for New Aid Administrators--by Type of Institution and Size of Aid Program.....43

14. Percentage of Aid Administrators who Received Various Types of Job Orientation--by Type of Institution and Size of Aid Program.....44

15. Percentage of Respondents Indicating Various Workshop Topics as "Most Useful" for the Training of New Aid Administrators--by Type of Institution and Time in Profession.....45

TABLE PAGE

16. Percentage of Respondents who Favor Each of Three Methods by Which New Aid Administrators Might Gain Practical Experience--by Type of Institution, Time in Profession, and Size of Aid Program.....46

17. Percentage of Aid Administrators Reporting They Would Use, If Available, Various Methods of Maintaining Professional Competence--by Type of Institution and Size of Aid Program.....47

18. Percentage of Respondents Indicating Various Workshop Topics as "Most Useful" for the Training of Experienced Administrators--by Type of Institution and Time in Profession.....48

19. Percentage of Institutions Providing Reimbursed Expenses for Activities Related to Professional Development--by Type of Institution and Size of Aid Program.....49

20. Percentage of Institutions Providing Released Time for Activities Related to Professional Development--by Type of Institution and Size of Aid Program.....50

21. Percentage of Aid Administrators who have Undertaken Various Types of Professional Activity--by Type of Institution and Time in Profession.....51

TABLE PAGE

22. Percentage of Aid Administrators at Different Levels of Professionalization--by Type of Institution, Time in Profession, Size of Aid Program, and Type of Position.....52

23. Percentage of Aid Administrators who Rate Various Methods of Professional Development as "Very Important"--by Type of Institution and within a Select Group of Professional Leaders.....53

24. Percentage of Aid Administrators who Rate Various Potential Functions of a National Office as "Very Important"--by Type of Institution and within a Select Group of Professional Leaders.....54

25. Percentage of Aid Administrators who Judge the Development of Various Service and Ethical Standards as "Very Important"--by Type of Institution and within a Select Group of Professional Leaders.....55

26. Percentage of Respondents Indicating the most Needed Step in Furthering the Professional Development of Financial Aid Administrators....56

CHAPTER I

INTRODUCTION

Student financial aid services have been offered for years on the campuses of institutions of higher education, but only in the last decade has there been a noticeable trend toward a definite organization of these services. One of the emerging professions in American higher education is student financial aid administration.

In the early 1960's more and more institutions began to centralize student financial aid services. A "new" administrator was employed, mostly on a part-time basis, to direct these services to an ever-increasing number of students. In 1967, George Nash reported that 78 percent of student financial aid administrators performed other administrative work in addition to aid administration (Nash, 1967, p. 1.10).

In 1970, Warren W. Willingham reported that the part-time student financial aid administrator who works without additional professional support is largely a phenomenon of the college with a small aid program (Willingham, 1970, p. 7). As the aid profession continues to develop, the aid administrator is spending more and more of his time in matters that relate directly to student financial aid administration.

Professional student financial aid administration of today is much too young to be as well disciplined as law or medicine. However, it is too useful in our institutions of higher education to be defined narrowly in its operation. Student financial aid administration is vital to higher education. Recent research (Cross, 1971) has indicated that student financial aid will play even a greater role in higher education in the future. In her new book, Beyond the Open Door, Cross focused sharply upon the "new" students to higher education and suggested that sufficient financial aid be available to them as far as their interest and ability take them. It seemed quite clear that many of the new students to higher education, as defined by Cross, will definitely need some type of financial assistance (Cross, 1971, pp. 161-62).

It is the responsibility of the Southern Association of Student Financial Aid Administrators (SASFAA) to be certain that the student financial aid administrators in this region are prepared for the challenge of the future. It is imperative that SASFAA continue its professional development program to prepare its members to assist the students of higher education on a professional basis. The data collected in this survey were intended to measure the organization's readiness and direct its future course of action.

CHAPTER II

JUSTIFICATION

> Every profession either becomes increasingly functional in the culture it serves, or it slowly loses its effectiveness. A healthy profession is always in transition because the conditions which dictate its service are always in a state of change (Pierce & Albright, 1960, p. iii).

Melvene D. Hardee, professor of higher education at Florida State University, has stated, "There is no group more involved in the quest for improving the quality of human life than are the student financial aid officers" (Hardee, 1970, p. 7). If the student financial aid profession is to continue to measure up to Professor Hardee's statement, then it must improve its services to students. The profession must look at where it stands professionally and be willing to take courses of action that lead to improvements. George Strauss emphasized that almost every occupation--from rodent killer on up--calls itself a profession. But the weight of academic thought regards true professionalism as involving at least four values:

> 1. The professional claims that his occupation requires "expertise," that is, specialized knowledge and skills which can be obtained only through training....
> 2. The professional claims "autonomy," the right to decide how his function is to be performed....

> 3. The professional feels a "commitment," to his calling....
> 4. The professional feels a "responsibility," to society for the maintenance of professional standards of work (Strauss, 1963, p. 8).

Since no one really knows how well student financial aid administrators measure up to these values or other definitions of professionalism, research is needed. This survey was an attempt to study and analyze student financial aid administrators in the Southern region of the United States. The primary objective of this survey, therefore, was to measure the level of professional development of student financial aid administrators: their academic background, their professional characteristics, and their needs for future development.

This survey will serve as a beginning of future research projects within the Southern Association of Student Financial Aid Administrators. SASFAA must continue to evaluate the student financial aid administrator and the functions he performs in American higher education in order to maintain his professional development.

CHAPTER III

PROCEDURES AND METHODOLOGY

The instrument used to collect the data for this survey was adapted from a questionnaire developed by the Western regional office of the College Entrance Examination Board (CEEB, 1970). (See Appendix C.) By using this instrument it was possible to compare directly the results of this survey with those reported by the College Entrance Examination Board (Willingham, 1970). One major alteration was made to the CEEB questionnaire. Questions 16-23 were added by the investigator to gain additional personal information about the respondents.

The questionnaire, entitled Higher Education Survey, was mailed with a cover memorandum (see Appendix B) on August 20, 1971, to student financial aid administrators at 600 institutions of higher education located in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. The memorandum was sent as an introduction to the nature and purpose of the questionnaire and as a request for assistance in completing and returning the questionnaire by September 1, 1971.

By September 1, 1971, a total of 275 questionnaires

had been received. Two follow-up letters dated September 10 and September 30, were mailed urging those who had not completed the questionnaire to do so. The final date for including returns in the analysis was October 11, 1971. At that time a total of 388 questionnaires had been received for a 64.7 percent return. Three questionnaires were returned without any identification and forty-two questionnaires were received too late to be included in the analysis. The final number of questionnaires returned totaled 433 out of 600 for a return of 72.2 percent. The highest percentage of responses came from Tennessee and the lowest percentage of responses came from Kentucky. (See Table 1.)*

The data obtained from this survey were transferred to standard coding sheets for keypunching at the University of Tennessee computer center. After keypunching, the data were analyzed using a questionnaire analysis program (Quest) developed by the College Entrance Examination Board. The first printout was completed and returned to the survey director on November 5, 1971. The data were reviewed on December 28, 1971, by a special committee appointed by the president of SASFAA. Final review of the data was the responsibility of the survey director. The results of the investigation appear in Chapter IV.

---

*All tables referred to in the text of this survey appear in Appendix A.

CHAPTER IV

RESULTS

The results[1] of the survey have been divided and outlined into seven major areas of emphasis:

1. Background Characteristics
2. Professional Characteristics
3. Academic Background
4. Job Orientation
5. Maintaining Professional Competence
6. Degree of Professionalization
7. Needed Professional Development

It is hoped that the comments that follow will assist those interested in and concerned about the administration of student financial aid to assess properly the level of professionalism within the ranks of student financial aid administrators in the Southern region of the United States.

---

[1]The results of the survey have been reported as a factual accounting without interpretation or evaluation. It should be emphasized that this work is a survey, not a study. The difference may seem minute, but only if the intent is clear can it be properly evaluated. The sole responsibility for the content of this report rests with the survey director.

1. BACKGROUND CHARACTERISTICS

Several studies (e.g., Nash, 1967; Puryear, 1969) have documented demographic information about student financial aid administrators. The Nash study reported characteristics of aid administrators at 849 accredited 4-year colleges. Puryear, using the questionnaire developed by Nash, studied the characteristics of aid administrators at 308 junior colleges.

One of the objectives of this survey was to collect data on aid administrators at four basic types of institutions of higher education, in the Southern region of the United States, in order to determine the level of professionalism of aid administrators at each type of institution. Data were received and analyzed from 388 questionnaires returned by aid administrators at private and public 4-year institutions, and private and public 2-year institutions. Public 2-year institutions included junior, community, vocational, and technical schools. A few private proprietary schools that received federal student aid funds were included. The majority of the non-responding financial aid administrators were from private 4-year institutions.

The demographic data revealed that a majority (67.5 percent) of all respondents answering the question concerning sex were men and 16.5 percent of the respondents were women. (See Table 3.) One respondent in six failed to respond to the question regarding sex. Table 3 also indicates

that 12.5 percent of the women were employed at public 4-year institutions, whereas the majority (48.4 percent) of the women were employed at private 4-year institutions. A low percentage (7.8 percent) of women directed large[2] aid programs.

Further review of the demographic data revealed that the median age of all respondents was 37.3 years. Forty-two percent of the aid administrators in the South were under thirty-six years of age. As expected, 38.7 percent of aid administrators under thirty-six years of age were employed at public 2-year institutions. (See Table 4.) Only 14.1 percent of aid administrators under thirty-six years of age directed large aid programs. Less than one in ten (8.8 percent) aid administrators in this age range was rated at a high[3] level of professionalism. One administrator in five (20.2 percent), under thirty-six years of age had less than one year experience.

2. PROFESSIONAL CHARACTERISTICS

The data in Table 5 indicated that 54.1 percent or 210 aid administrators out of 388 were employed full-time in aid administration. Full-time aid administrators tended

---

[2]Throughout the remaining portion of this survey, large means over 1000 applicants.

[3]Throughout the remaining portion of this survey, high means those respondents who checked at least seven professional activities in question 12.

to direct large aid programs. Three out of five aid administrators at public 4-year institutions had worked in financial aid administration for over three or more years.

Aid administrators at public 4-year institutions had more experience in student financial aid administration than their counterparts. One aid administrator in seven at private 4-year institutions directed a large aid program, and one in four was rated at a high level of professionalism.

Further analysis of Table 5 revealed that only one out of three aid administrators at public and private 2-year institutions devoted full-time to student financial aid administration. This represented a slight increase over the 27 percent reported by Puryear (1969, p. 29).

The data in Table 6 revealed that only a low percentage (14.9 percent) of the respondents had less than one year experience. Most (41.4 percent) of these were concentrated at public 2-year institutions. Almost one half (46.6 percent) of all respondents had over three years experience in aid administration. The turnover rate appeared to be somewhat lower than several years ago. It was discovered from question 3 (see Appendix C) that 305 out of 388, or 78.7 percent, of the respondents were employed as student financial aid administrators last year.

A significant step in the professionalization of aid administrators is shown in Table 7. The data in this table revealed that almost three-fourths (68.8 percent) of the respondents were primarily responsible for determining

aid policies on their campuses. Strauss (1963, p. 8) emphasized "autonomy" as one of the four values of true professionalism, and it appeared that the majority of the respondents were accorded this responsibility. The degree of responsibility of determining aid policies was similar at each type of institution. Nine respondents out of 388, or 2.3 percent, reported that they were slightly responsible. Time or experience in the profession did not appear to affect the degree of responsibility in determining aid policies. Aid administrators who were rated high professionally reported a higher frequency in setting aid policies.

As student financial aid offices became more centralized, they were placed in various administrative structures. There was an apparent trend toward assigning the aid office to the area of student services. The data in Table 8 revealed that slightly more than one in three (34.3 percent) aid administrators reported directly to the dean of students. The next highest percentage of aid administrators (28.9 percent) reported directly to the president. The lowest percentage (5.4 percent) of the aid administrators reported to the dean of admissions. The majority (59.5 percent) of aid administrators in private 2-year institutions reported directly to the president. Other immediate superiors indicated by the respondents included provost, academic dean, dean of the college, vice president, and development director.

The median salary for all respondents was $10,725, and about one in three (32.7 percent) earned more than $12,000. The median salary of student financial aid administrators depended on the type of institution that employed them. The median salary also depended on the size of aid program administered by the respondent and on his experience in the profession. Aid administrators of large programs had a median salary of $12,888. The data revealed that salaries of aid administrators had not kept pace with inflationary trends. Nash (1967), for example, reported the median salary for aid administrators in 4-year institutions was $9,760. During the past five years, salaries for this group have increased only 6.7 percent. Another example was found in the September 28, 1970, issue of The Chronicle of Higher Education, where it was reported that the lowest median salary ($10,409) for administrators in higher education went to directors of student financial aid. The median salary for student financial aid administrators in the South, therefore, has increased only $316, or slightly over 3.0 percent, in the last year.

In summary, the data revealed that 54.1 percent of aid administrators were employed full-time in student financial aid administration. One out of six aid administrators had less than one year experience. A healthy percentage (68.8 percent) were primarily responsible for determining aid policies on their campuses. One aid administrator out

of three reported directly to the dean of students. The median salary for all respondents was $10,725.

3. ACADEMIC BACKGROUND

Approximately ninty-five percent of the aid administrators had four or more years of college training; over one half (53.9 percent) had master's degrees; and, 6.4 percent had earned doctorates. (See Table 10.) Almost half (46.4 percent) of aid administrators with master's degrees were employed by public 2-year institutions. There was a marked difference in degrees earned and experience in the aid profession. There was a sharp difference in the level of professionalism and degree earned.

A wide range of majors were reported by the respondents; however, no one major dominated the responses. Forty-one percent of the aid administrators completed their degrees before 1964. Forty-five out of 388, or 11.6 percent, of the aid administrators completed their degrees between 1964-1967, and 112 out of 388, or 28.9 percent, completed the work on their degrees between 1967-1970. Thirty-six out of 388, or 9.3 percent, completed their degrees after 1970. One aid administrator out of six was currently enrolled in a degree program; however, one in three planned to pursue a higher degree in the future.

Table 11 indicates various academic courses that have been taken by aid administrators, and Table 12 reveals

how aid administrators judged these courses. The data in Table 11 revealed that a majority (54.7 percent) of the respondents had taken a course in counseling, and 89.6 percent (see Table 12) of them judged the course "very useful." Only one respondent in seven had taken a course in school law, but 58.5 percent of those who had taken the course judged it "very useful." Table 12 reveals the constant pattern that a larger percentage of aid administrators who had taken a particular course rated the course as "very useful" more often than did all respondents. Only 36.9 percent of all respondents cited research methods as a "very useful" course, whereas the percentage was 71.8 percent among those who had actually taken such a course.

Less than one in five aid administrators had taken a course in data processing or history and philosophy of financial aid. Slightly more than one in five had taken a course in aid administration. Yet Table 12 reveals that a large percentage of all respondents judged these courses "very useful."

Some differences appeared among aid administrators at the several categories of institutions regarding academic courses. For example, 51.4 percent of the administrators at 4-year institutions judged data processing "very useful," while only 39.3 percent of the administrators at 2-year institutions judged the course "very useful." There were no marked differences in the extent of academic

course work among aid administrators entering the aid profession recently and those who entered the profession several years ago.

In summary, three out of five (60.3 percent) aid administrators surveyed had earned a master's or a higher degree. There were marked differences in the degrees earned and time or experience in the aid profession. No one major area of study emerged to form any type of pattern. About one aid administrator in six was presently enrolled in a graduate program, while 30.9 percent planned to enroll in the future.

4. JOB ORIENTATION

It was apparent from the findings of this survey that there was agreement among the respondents concerning the types of orientation desirable for "new"[4] aid administrators. Typically, three out of four respondents indicated that those types of orientation listed in Table 13 were desirable. Responses from aid administrators at each type of institution were similar concerning the various types of job orientation desirable for new aid administrators.

It was noted in Table 13 that typically three out of four respondents indicated that various types of orientation were desirable, but the data in Table 14 revealed that

---

[4]Throughout the remaining portion of this survey, new means those respondents with less than one year experience.

approximately one out of three reported having received any such orientation himself. Respondents at private 2-year institutions had received less job orientation than did their counterparts. Table 14 also reveals that aid administrators of large programs had received more job orientation than those who administered small[5] programs. It was interesting to note that job orientation concerning minority-poverty issues was judged desirable by 170 respondents out of 388, whereas only 39 respondents out of 388 had actually received this type of orientation. One administrator in twenty at public 4-year institutions had received orientation concerning minority-poverty issues (Table 14).

Table 15 lists fifteen workshop topics for the training of new aid administrators. Four of these topics were overwhelmingly preferred as the "most useful" topics for the training of new aid administrators. These included need analysis, preparation of reports, major aid programs, and office procedures. It appeared that the consensus of the respondents was that new aid administrators needed workshop topics that dealt with the immediate, practical problems of aid administration. The responses from each type of institution were similar.

The data in Table 16 revealed that a majority of

---

[5]Throughout the remaining portion of this survey, small means under 300 applicants.

the respondents (61.1 percent) favored an internship as the preferred method for new administrators to gain experience. Seventy-four respondents (19.1 percent) favored summer institutes and seventy-three (18.8 percent) favored on-the-job training (Table 16). Aid administrators in different situations did not differ markedly in their preferences among methods of gaining experience. Aid administrators at public 4-year institutions were less in favor of summer institutes as a training method than those at other types of institutions.

In summary, it was evident that respondents favored different types of job orientation for new aid administrators, but only a few administrators had actually received job orientation when they entered the aid profession. Respondents concurred that new aid administrators needed workshop topics that were practical and those that dealt with immediate aid problems. A majority of the respondents favored an internship as the best method by which new aid administrators might gain practical experience.

5. MAINTAINING PROFESSIONAL COMPETENCE

A review of the data in Table 17 indicated that professional meetings and workshops were favored by the largest number of respondents as the preferred methods of maintaining professional competence. It is interesting to note that more than half (53.9 percent) of the respondents

reported that they favored self-study materials as a desirable method for maintaining professional competence. Occasional coursework was the least favored method. (See Table 17.)

Student financial aid administrators at the 2-year institutions were more likely to regard summer institutes as a preferred method than were administrators from 4-year institutions. The same was true concerning occasional coursework. Table 17 also reveals no significant differences in responses of experienced administrators from those expressed by new administrators.

In maintaining professional competence the experienced aid administrators judged workshop topics which dealt with current events as the "most useful" (Table 18). The experienced respondents, for example, judged topics such as status of aid bills, recent aid literature, and trends in education as the "most useful." The workshop topic least preferred by experienced aid administrators was office procedures. Typically, one respondent in seven at private 2-year institutions checked data processing as being a useful workshop topic (Table 18).

There was a definite correlation between the preferred methods of maintaining professional competence and the percentage of institutions providing released time and reimbursed expenses for activities related to professional development. For example, 96.4 percent of the

institutions provide reimbursed expenses for professional meetings within the state and 82.2 percent provided funds for attendance at workshops (Table 19). A majority of the institutions were also providing released time for professional meetings and workshops (Table 20).

One institution out of three (32.7 percent) was willing to provide released time for occasional coursework and still fewer (23.7 percent) were willing to provide reimbursed expenses. According to the responses, over half (57.7 percent) of the institutions were providing funds for office subscriptions.

In summary, the data revealed that the respondents selected professional meetings and workshops as preferred methods to maintain professional competence. A majority of the institutions were willing to provide released time and expenses for these activities; but they were not willing to provide released time and expenses for occasional coursework. Experienced aid administrators were more concerned about current events than procedural matters. Slightly over half (57.7 percent) of the institutions were willing to pay for office subscriptions.

6. DEGREE OF PROFESSIONALIZATION

Table 21 outlines ten different areas of professional activities. In order to provide some means of determining the degree of professionalization of the respondents,

the investigator applied Willingham's (1970) definition of professionalism as it related to aid administrators. Each respondent's answers to items in question 12 (see Appendix C) concerning professional activities were scored from zero to ten according to the number of activities checked. Such a procedure provided a rough index of professionalization for each respondent, valid only for group comparisons and to the extent that such items as those listed do represent meaningful professional activities. Like Willingham (1970), the investigator grouped all scores into high, medium, and low levels of professionalization. Since the four most common activities are relatively passive and not very demanding, a score of less than four was designated "low." A score of four to six was designated "medium," and a score of seven or higher was designated "high."

More than four out of five respondents reported that they read aid newsletters regularly and attended association meetings. Slightly more than three out of five indicated they followed the progress of aid bills and read "The Chronicle of Higher Education" or "Higher Education and National Affairs." Only one aid administrator in five (19.8 percent) had attended ACAC, AACRAO, or APGA meetings. The remaining five professional activities listed in question 12 required somewhat more initiative by the aid administrator, and responses varied a great deal.

There were significant differences in the level of

activity among aid administrators according to their experience. For example, 79.4 percent of aid administrators with over three years experience followed the status of aid bills, whereas only 44.8 percent of the respondents with less than one year checked this activity (see Table 21).

The data in Table 22 revealed that the degree of professionalization varied according to the type of institution, experience, size of aid program, and type of position of the aid administrator. Two out of three aid administrators had attained at least a medium[6] degree of professionalization (Table 22). Table 22 also reveals a pattern of high professionalization among aid administrators at 4-year institutions. Respondents that were rated at a low[7] level of professionalization also formed a pattern. For example:

1. 38.9 percent were employed by 2-year public institutions
2. 30.5 percent had under one year experience
3. 71.0 percent directed small aid programs
4. 50.4 percent worked on a part-time basis alone.

---

[6]Throughout the remaining portion of this survey, medium means those respondents who checked four to six professional activities in question 12.

[7]Throughout the remaining portion of this survey, low means those respondents who checked less than four professional activities in question 12.

7. NEEDED PROFESSIONAL DEVELOPMENT

Two out of three aid administrators rated state meetings as a "very important" method of professional development, while two out of five rated regional meetings as a "very important" method. Only one in seven (13.9 percent) rated a national meeting "very important." Over half (54.1 percent) of the aid administrators, however, favored a national convention when answering question 23 (see Appendix C). There were no significant differences in the responses of the professional leaders[8] and those of all respondents. The same was true concerning the respondents at different types of institutions (Table 23).

Very little difference was indicated among respondents at different types of institutions regarding question 14 (see Appendix C) concerning the function of a national executive secretary. The functions most often rated as "very important" were testifying on federal bills and representing the aid profession. The function least rated as "very important" was operating as an employment clearinghouse (Table 24).

Table 25 reveals some interesting professional characteristics of the aid administrators. As hypothesized, responsibility to the student was the characteristic most

---

[8]Throughout the remaining portion of this survey, professional leaders means those respondents who checked at least seven professional activities in question 12.

often rated "very important." Other characteristics most often rated "very important" were confidentiality of records and responsibility to the college. There were no significant differences in the judgments of respondents at the different types of institutions, but there was one sizeable difference in response of professional leaders. This group placed greater emphasis upon the aid administrator's relationship with other institutions.

Many recommendations were given in response to the question concerning the single most needed step in furthering the professional development of financial aid administrators. Those most often designated are listed in Table 26. Other recommendations included greater flexibility in federal programs, more publications and research, instruction teams, dedication to the aid profession, additional professional staff, and a higher salary schedule. It was noted that one aid administrator in three failed to respond to question 24 (see Appendix C).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

A primary objective of this survey was to measure the present level of professional development of student financial aid administrators, their academic background, their professional characteristics, and their needs for future development. The data for this survey were collected with a revised version of a questionnaire developed by the College Entrance Examination Board (CEEB) and consisted of 120 items pertaining to the professional development of student financial aid administrators. The questionnaire was mailed to student financial aid administrators at 600 institutions located in nine Southern states. This mailing yielded 388 usable returns. Forty-two questionnaires were received too late to be included in the analysis and three could not be identified.

Major findings include:

1. Annual turnover in the aid profession in the South was low. Four out of five respondents were working in financial aid administration last year. Almost half of the respondents

had three or more years experience in student financial aid administration.

2. Three out of five aid administrators were rated at a medium-to-high level of professional development and over half the respondents directed moderate-to-large aid programs.
3. Slightly more than three out of five respondents had primary responsibility for determining aid policies on their campuses.
4. Demographic data revealed that men outnumbered women three to one. The median age of the respondents was 37.3 years.
5. The immediate superior of the aid administrator tended to be either the dean of students or the president. These two positions accounted for 63.2 percent of those who supervise the work of aid administrators.
6. The median salary for aid administrators was $10,725. Those at public 4-year institutions earned the highest median salary, $12,222.
7. Nine out of ten respondents had four or more years of college training. Two out of three had a master's or higher degree.
8. Courses most often designated "very useful" for new aid administrators were counseling and need analysis.

9. A majority of the respondents favored an internship as the best method by which new administrators could gain experience. Favored workshop topics for new administrators were need analysis procedures, preparation of reports, and instruction on the major student assistance funds.
10. Professional meetings and workshops were the two most favored methods of maintaining professional competence. The favored workshop topics for experienced aid administrators were status of aid bills, recent aid literature, and trends in education.
11. Institutions were interested in the professional development of financial aid administrators in a limited sense. For example, a majority of the institutions provided released time and reimbursed expenses for professional meetings and workshops but they did not provide time and expenses for coursework related to the job.
12. The steps most often recommended for furthering professional development of the aid administrator were: (1) graduate programs in the aid administration, (2) continuation of training workshops and programs, (3) education of faculty and other administrators on the role of the financial aid administrator, (4) improved

communication, and (5) credentials for entrance into the profession.

Results of the survey suggested a need for further research. Future efforts may be focused on:

1. The development of theory in financial aid administration.
2. Additional studies of training needs and effective certification provisions for financial aid administrators.
3. The design of curriculum models for graduate training.
4. Continued investigation of the values and benefits of a national aid association.

BIBLIOGRAPHY

BIBLIOGRAPHY

Cross, Patricia K. Beyond the Open Door. San Francisco: Jossey-Bass Publishing Co., 1971.

Hardee, Melvene D. "Talent and the Turnstiles: Financial Aids Officers in the Greatest Show on Earth." Address at the Southern Association of Student Financial Aid Administrators Annual Meeting, February 24, 1970.

Jacobson, Robert L. "Deans of Medicine Draw Top Pay, Survey Shows" The Chronicle of Higher Education, Vol. 5, No. 1, September 28, 1970.

Kleingartner, Archie. Professionalism and Salaried Worker Organization. University of Wisconsin: Industrial Relations Research Institute, 1967.

Nash, George, with the collaboration of Paul F. Lazarsfeld. New Administrator on Campus: A Study of the Director of Student Financial Aid. Unpublished report, Bureau of Applied Social Research, Columbia University, 1968a.

Pierce, Truman M., and A.D. Albright. A Profession in Transition. The Southern States Cooperative Program in Educational Administration and its Successor The Associated Programs in Educational Administration, 1960.

Puryear, James B. A Descriptive Study of Certain Characteristics of Financial Aid Services and Officers in Junior Colleges. Unpublished Dissertation, Florida State University College of Education, 1969.

Strauss, George. "Professionalism and Occupational Associations." Industrial Relations. Vol. 2, No. 3 May, 1963.

Willingham, Warren W. Higher Education Surveys Report No. 2: Professional Development of Financial Aid Officers. College Entrance Examination Board, November 1970.

APPENDIX A

TABLE 1

RESPONSE TO THE QUESTIONNAIRE
BY STATES

States	Number Mailed	Number Responses*	Percent Returns
Alabama	54	42	77.8
Florida	71	50	70.4
Georgia	87	50	57.5
Kentucky	46	25	54.3
Mississippi	46	32	69.6
North Carolina	106	74	69.8
South Carolina	51	36	70.6
Tennessee	69	63	91.3
Virginia	70	58	82.9
No Identification	--	03	--
TOTAL	600	433	72.2

*Forty-two were received too late to be included in the analysis.

TABLE 2

DISTRIBUTION OF RESPONDENTS
BY TYPE OF INSTITUTION

Type of Institution	Respondents	
	Frequency	Percent
Private 4-year	137	35.3
Private 2-year	41	10.6
Public 4-year	83	21.4
Public 2-year	127	32.7

TABLE 3

PERCENTAGE OF AID ADMINISTRATORS
BY SEX, TYPE OF INSTITUTION,
AND SIZE OF PROGRAM

	Type of Institution				Size of Program			
Sex	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Under 300	300-1000	Over 1000	All Respondents
Male	58.8	66.7	66.3	78.0	69.1	60.8	77.6	67.5
Female	22.8	21.4	9.6	12.6	17.1	20.8	6.6	16.5
No response	18.4	11.9	24.1	9.4	13.1	18.4	15.8	16.0

TABLE 4

DISTRIBUTION OF RESPONDENTS AGE
BY TYPE OF INSTITUTION

	Type of Institution				
Age Range	Private 4-year	Private 2-year	Public 4-year	Public 2-year	All Respondents
21-24	7.4	7.1	2.4	3.1	4.9
25-30	15.4	11.9	31.3	23.6	21.1
31-35	13.2	19.0	8.4	22.8	16.0
36-40	14.7	26.2	18.1	16.5	17.3
41-45	12.5	19.0	10.8	7.1	11.1
46-50	11.8	--	10.8	11.0	10.1
51-55	12.5	2.4	12.0	10.2	10.6
56-60	6.6	7.1	2.4	3.9	4.9
Over 60	5.1	7.1	3.6	1.6	3.9
Median Age	39.8	35.9	37.0	35.0	37.3

TABLE 5

TYPE OF POSITION HELD BY AID ADMINISTRATORS BY TYPE OF INSTITUTION, TIME IN PROFESSION AND SIZE OF AID PROGRAM

	Type of Position		
	Full-time	Part-time alone*	Part-time with others*
Type of institution			
Private 4-year	60.6	28.5	10.9
Private 2-year	31.7	56.1	12.2
Public 4-year	81.9	7.2	9.6
Public 2-year	36.2	52.8	7.9
Time in profession			
Less than 1 year	48.3	43.1	6.9
1-3 years	51.3	41.3	6.7
3-5 years	61.4	25.0	11.4
Over 5 years	55.4	28.3	15.2
Size of aid program			
Under 300 applicants	31.3	56.3	11.4
300-1000 applicants	67.7	23.6	7.1
Over 1000 applicants	87.8	2.7	9.5
All respondents	54.1	34.8	9.8

*Designation "alone" versus "with others" refers to professional staff only.

TABLE 6

PERCENTAGE OF RESPONDENTS WHO HAVE WORKED IN FINANCIAL AID FOR VARIOUS PERIODS OF TIME--BY TYPE OF INSTITUTION AND SIZE OF AID PROGRAM

	Percent having worked in aid for:			
	Less than 1 year	1-3 years	Over 3-5 years	Over 5 years
Type of institution				
Private 4-year	14.6	41.6	21.2	22.6
Private 2-year	14.6	34.1	26.8	24.4
Public 4-year	9.6	25.3	30.1	34.9
Public 2-year	18.9	45.7	18.1	17.3
Size of aid program				
Under 300 applicants	18.8	43.2	18.2	19.9
300-1000 applicants	12.6	46.5	25.2	15.7
Over 1000 applicants	4.1	17.6	31.1	47.3
All respondents	14.9	38.7	22.7	23.7

TABLE 7

EXTENT TO WHICH AID ADMINISTRATORS REPORT THEY ARE RESPONSIBLE FOR DETERMINATION OF AID POLICIES ON THEIR CAMPUSES--BY TYPE OF INSTITUTION, SIZE OF AID PROGRAM, TIME IN PROFESSION AND DEGREE OF PROFESSIONALISM

	Degree of Responsibility		
	Primarily	Partially	Slightly
Type of institution			
Private 4-year	67.2	27.7	2.9
Private 2-year	68.3	31.7	--
Public 4-year	74.7	25.3	--
Public 2-year	66.9	28.3	3.9
Size of aid program			
Under 300 applicants	69.9	25.6	3.4
300-1000 applicants	63.0	34.6	1.6
Over 1000 applicants	78.4	20.3	1.4
Time in profession			
Less than 1 year	62.1	32.8	3.4
1-3 years	70.7	26.0	2.7
3-5 years	70.5	26.1	1.1
Over 5 years	68.5	29.3	2.2
Degree of professionalism			
Low	58.8	37.4	3.1
Medium	72.9	23.4	2.7
High	77.9	20.6	--
All respondents	68.8	27.8	2.3

TABLE 8

THE AID ADMINISTRATOR'S IMMEDIATE SUPERIOR BY TYPE OF INSTITUTION

Superior	Type of Institution: Private 4-year	Private 2-year	Public 4-year	Public 2-year	All Respondents
President	32.4	59.5	7.2	29.1	28.9
Dean of Students	18.4	9.5	44.6	52.8	34.3
Dean of Admissions	7.4	--	8.4	3.1	5.4
Chief Business Officer	19.9	19.0	8.4	3.1	11.9
Other	20.6	11.9	31.3	11.8	19.1
No Response	1.5	--	--	--	.5

TABLE 9

DISTRIBUTION OF ANNUAL SALARIES BY TYPE OF INSTITUTION, TIME IN PROFESSION, AND SIZE OF AID PROGRAM

Annual Salary	Type of Institution				Time in Profession		Size of Aid Program		All Respondents
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Under 1 year	Over 3 years	Small	Large	
Under $7,000	15.4	21.4	--	2.4	11.7	6.2	11.4	--	8.5
$7,001 to 8,500	21.3	21.4	8.4	6.3	20.0	7.3	13.1	5.3	13.7
$8,501 to 10,000	23.5	16.7	13.3	19.7	23.3	13.5	18.9	11.8	19.3
$10,001 to 12,000	19.1	16.7	25.3	29.1	25.0	19.7	25.1	17.1	23.5
$12,001 to 14,000	12.5	19.0	32.5	23.6	15.0	30.3	20.0	35.5	21.1
$14,001 to 16,000	3.7	--	13.3	7.9	1.7	11.8	4.6	17.1	6.7
Over $16,000	2.9	2.4	4.8	7.9	1.7	7.3	4.6	10.5	4.9
No response	1.5	2.4	2.4	3.1	1.7	3.9	2.3	2.6	2.3
Median Salary	$9,344	9,142	12,222	11,513	9,678	12,222	10,500	12,888	10,725

TABLE 10

HIGHEST DEGREE EARNED BY FINANCIAL AID ADMINISTRATORS--BY TYPE OF INSTITUTION, TIME IN PROFESSION, SIZE OF AID PROGRAM, AND DEGREE OF PROFESSIONALISM

	Degree Earned		
	Bachelor's	Master's	Doctorate
Type of institution			
Private 4-year	49.3	37.5	4.4
Private 2-year	38.1	42.9	7.1
Public 4-year	36.1	51.8	10.8
Public 2-year	15.7	76.4	5.5
Time in profession			
Under 1 year	35.0	55.0	6.7
1-3 years	42.0	45.3	5.3
3-5 years	33.3	57.5	4.6
Over 5 years	22.0	63.7	9.9
Size of aid program			
Under 300 applicants	28.0	58.9	7.4
300-1000 applicants	44.0	43.2	4.8
Over 1000 applicants	31.6	59.2	7.9
Degree of professionalism			
Low	37.1	49.2	7.6
Medium	33.5	54.6	4.9
High	29.4	61.8	8.8
All respondents	34.3	53.9	6.4

TABLE 11

PERCENTAGE OF AID ADMINISTRATORS HAVING TAKEN ACADEMIC COURSES IN VARIOUS AREAS--BY TYPE OF INSTITUTION AND TIME IN PROFESSION

Academic Area	Type of Institution				Time in Profession		All Respondents
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Under 1 year	Over 3 years	
Data processing	13.9	14.7	25.3	15.7	20.7	21.7	17.0
History & philosophy of financial aid	17.6	24.4	15.6	11.8	10.3	16.7	16.0
Accounting	38.7	29.3	45.8	27.5	27.6	37.2	35.6
Statistics	38.7	26.8	50.6	26.0	36.2	38.9	35.8
School law	13.1	9.7	21.7	10.2	10.4	16.7	13.7
Need analysis	29.2	26.8	34.9	21.3	12.0	34.4	27.5
Finance & taxation	16.0	7.3	15.6	15.7	12.0	16.1	14.9
Counseling	46.0	46.3	61.4	62.2	58.6	58.3	54.7
Research methods	19.7	21.9	34.9	29.9	27.6	31.1	26.6
Aid administration	19.0	17.1	22.9	22.1	17.2	21.7	20.6

TABLE 12

PERCENTAGE OF AID ADMINISTRATORS JUDGING VARIOUS ACADEMIC COURSES "VERY USEFUL"--BY DEGREE OF PROFESSIONALIZATION AND WHETHER RESPONDENT HAD DIRECT EXPERIENCE WITH SUCH A COURSE

	Professionalization		Respondents who had such a course	All Respondents
	High	Low		
Data processing	73.5	32.1	68.2	46.1
History & philosophy of financial aid	75.0	45.8	79.0	56.9
Accounting	76.5	54.2	84.8	61.4
Statistics	54.4	30.5	72.7	41.5
School law	32.3	19.1	58.5	23.7
Need analysis	83.8	76.3	89.7	80.6
Finance & taxation	30.9	26.0	69.0	27.6
Counseling	89.7	77.1	89.6	81.7
Research methods	60.3	21.4	71.8	36.9
Aid administration	88.3	80.2	87.5	80.4

TABLE 13

PERCENTAGE OF AID ADMINISTRATORS JUDGING VARIOUS TYPES OF JOB ORIENTATION DESIRABLE FOR NEW AID ADMINISTRATORS-- BY TYPE OF INSTITUTION AND SIZE OF AID PROGRAM

Type of Orientation	Type of Institution				Size of Aid Program		All Respondents
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Small	Large	
Job responsibilities	89.0	87.8	92.2	82.6	83.5	94.6	88.2
Limits of authority	71.5	63.5	68.7	65.4	63.7	72.9	68.1
Institutional policies	88.3	85.4	90.4	76.4	78.9	91.9	84.6
Office administration	76.0	65.9	80.7	71.6	68.2	85.1	74.5
Overview of yearly work	64.9	51.2	74.7	60.6	53.4	78.4	64.2
Program procedures	79.6	80.4	81.9	82.7	78.4	85.1	81.2
Minority/poverty issues	53.3	36.6	50.6	59.8	45.4	56.8	53.1
Relations with other offices	67.8	56.1	75.9	60.7	53.9	78.4	66.0
Procedures manual	78.1	75.6	85.6	79.5	75.0	86.4	79.9

TABLE 14

PERCENTAGE OF AID ADMINISTRATORS WHO RECEIVED VARIOUS TYPES OF JOB ORIENTATION--BY TYPE OF INSTITUTION AND SIZE OF AID PROGRAM

Type of Orientation	Type of Institution				Size of Aid Program		All Respondents
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Small	Large	
Job responsibilities	51.1	46.3	56.6	51.9	47.1	62.2	52.1
Limits of authority	34.3	24.4	27.7	29.2	26.2	32.4	30.2
Institutional policies	54.7	29.3	44.6	41.8	38.6	58.2	45.7
Office administration	32.9	17.1	30.1	26.8	23.3	37.9	28.6
Overview of yearly work	21.9	7.3	26.5	17.3	13.7	28.4	19.8
Program procedures	37.2	36.5	37.3	42.6	34.7	44.6	39.0
Minority/poverty issues	12.4	4.9	4.8	12.6	5.7	12.2	10.1
Relations with other offices	35.0	19.5	31.3	23.7	18.7	39.2	28.9
Procedures manual	38.7	36.6	44.6	40.2	37.5	43.2	40.2

TABLE 15

PERCENTAGE OF RESPONDENTS INDICATING VARIOUS WORKSHOP TOPICS AS "MOST USEFUL" FOR THE TRAINING OF NEW AID ADMINISTRATORS-- BY TYPE OF INSTITUTION AND TIME IN PROFESSION

Workshop Topic	Type of Institution				Time in Profession		All Respondents
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Under 1 year	Over 3 years	
Office procedures	81.0	75.6	81.9	74.8	67.3	78.9	78.6
Research methods	40.8	34.1	36.1	34.7	29.3	37.2	37.1
Trends in education	43.8	36.5	33.7	37.0	41.3	40.6	38.6
Preparing reports	88.4	90.3	92.8	80.3	82.8	86.1	86.8
Economic trends	35.8	26.8	34.9	37.0	32.7	36.1	35.1
Record systems	75.9	73.1	81.9	73.2	70.1	72.8	76.0
Research findings	35.8	31.7	38.5	37.0	31.1	35.6	36.3
Status of aid bills	67.3	53.6	63.8	59.1	69.0	60.6	62.3
Interview techniques	57.0	70.7	72.3	66.9	65.0	62.2	64.9
Recent aid literature	69.4	65.8	62.7	61.5	62.1	65.6	65.0
Major aid programs	78.9	78.0	85.5	76.4	75.8	76.7	78.6
Need analysis	90.6	90.2	94.0	86.6	81.0	58.3	79.4
Data processing	37.2	29.5	61.5	37.0	25.9	45.6	90.0
Personnel administration	51.1	48.8	60.2	44.9	36.2	52.2	50.8
Minority/poverty issues	53.3	53.7	46.9	53.5	48.3	57.8	52.1

TABLE 16

PERCENTAGE OF RESPONDENTS WHO FAVOR EACH OF THREE METHODS BY WHICH NEW AID ADMINISTRATORS MIGHT GAIN PRACTICAL EXPERIENCE--BY TYPE OF INSTITUTION, TIME IN PROFESSION, AND SIZE OF AID PROGRAM

	Internship	Summer Institute	On-job-training
Type of institution			
Private 4-year	61.3	21.2	16.8
Private 2-year	51.2	24.4	22.0
Public 4-year	68.7	8.4	22.9
Public 2-year	59.1	22.0	17.3
Time in profession			
Under 1 year	56.9	10.3	29.3
1-3 years	62.7	22.7	14.0
3-5 years	60.2	20.5	18.2
Over 5 years	62.0	17.4	20.7
Size of aid program			
Under 300 applicants	55.7	22.2	20.5
300-1000 applicants	61.4	22.0	16.5
Over 1000 applicants	70.3	8.1	21.6
All respondents	61.1	19.1	18.8

TABLE 17

PERCENTAGE OF AID ADMINISTRATORS REPORTING THEY WOULD USE, IF AVAILABLE, VARIOUS METHODS OF MAINTAINING PROFESSIONAL COMPETENCE--BY TYPE OF INSTITUTION AND TIME IN PROFESSION

	Type of Institution				Time in Profession		
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Under 1 year	Over 3 years	All Respondents
Occasional coursework	29.2	34.1	31.3	37.0	31.0	66.7	32.7
Workshop	83.2	68.3	80.7	79.5	75.9	77.2	79.9
Professional meetings	90.5	73.2	96.4	85.0	79.3	93.9	88.1
Professional journals	57.7	53.7	78.3	60.6	58.6	68.9	62.6
Summer institute	38.7	39.0	24.1	39.4	29.3	27.7	35.8
Self-study materials	65.0	51.2	49.4	45.7	55.2	58.9	53.9

TABLE 18

PERCENTAGE OF RESPONDENTS INDICATING VARIOUS WORKSHOP TOPICS AS "MOST USEFUL" FOR THE TRAINING OF EXPERIENCED ADMINISTRATORS-- BY TYPE OF INSTITUTION AND TIME IN PROFESSION

Workshop Topic	Type of Institution				Time in Profession		All Respondents
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Under 1 year	Over 3 years	
Office procedures	27.7	19.5	30.1	24.4	22.4	24.9	26.3
Research methods	48.9	46.3	60.2	43.3	29.3	50.6	49.3
Trends in education	56.9	60.9	67.5	55.9	53.4	62.8	59.2
Preparing reports	53.3	63.4	39.8	48.0	43.1	44.4	49.7
Economic trends	48.9	46.4	59.0	48.0	36.2	54.4	50.5
Record systems	36.5	46.3	38.5	42.5	29.3	42.8	40.0
Research findings	51.9	36.6	71.0	46.4	34.5	51.7	52.6
Status of aid bills	76.6	73.2	83.1	72.4	62.1	76.7	76.2
Interview techniques	25.6	29.2	30.1	25.2	20.7	28.3	26.8
Recent aid literature	64.3	60.9	61.5	58.3	53.5	71.1	61.3
Major aid programs	43.1	46.3	30.1	41.0	32.7	38.9	40.0
Need analysis	46.0	51.2	32.5	40.9	32.7	41.7	42.0
Data processing	38.0	17.0	65.1	33.9	25.9	46.7	42.0
Personnel administration	42.3	43.9	49.4	33.8	20.7	45.6	41.3
Minority/poverty issues	47.4	58.5	46.9	47.2	43.1	50.6	48.4

TABLE 19

PERCENTAGE OF INSTITUTIONS PROVIDING REIMBURSED EXPENSES FOR ACTIVITIES RELATED TO PROFESSIONAL DEVELOPMENT--BY TYPE OF INSTITUTION AND SIZE OF AID PROGRAM

Activity	Type of Institution				Size of aid program			All Respondents
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Under 300	300-1000	Over 1000	
Meetings within state	96.3	92.6	98.8	96.0	94.9	98.4	98.7	96.4
Meetings out-of-state	87.6	65.8	95.2	67.7	71.6	85.1	98.7	80.4
Coursework related to job	24.8	14.6	26.5	23.6	18.7	25.9	31.1	23.7
Outside professional activities	27.7	14.7	22.9	27.5	21.0	29.9	28.4	25.3
Attendance at work-shops	82.5	75.7	86.7	81.1	82.4	82.6	83.8	82.2
Office subscriptions	63.5	41.5	62.7	53.5	48.9	66.1	66.2	57.7

TABLE 20

PERCENTAGE OF INSTITUTIONS PROVIDING RELEASED TIME FOR ACTIVITIES RELATED TO PROFESSIONAL DEVELOPMENT-- BY TYPE OF INSTITUTION AND SIZE OF AID PROGRAM

Activity	Type of Institution				Size of Aid Program			All Respondents
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Under 300	300-1000	Over 1000	
Meetings within state	86.1	82.9	85.5	85.8	85.8	88.2	81.1	85.6
Meetings out-of-state	81.0	68.3	83.1	65.3	69.3	79.6	81.1	75.0
Coursework related to job	28.5	22.0	42.2	34.7	24.4	37.7	41.9	32.7
Outside professional activities	39.4	19.6	45.8	38.6	28.4	44.1	55.4	38.4
Attendance at workshops	79.6	70.8	79.5	77.2	77.3	81.1	73.0	77.9

TABLE 21

PERCENTAGE OF AID ADMINISTRATORS WHO HAVE UNDERTAKEN VARIOUS TYPES OF PROFESSIONAL ACTIVITY--BY TYPE OF INSTITUTION AND TIME IN PROFESSION

Professional activity	Type of Institution				Time in Profession		All Respondents
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Under 1 year	Over 3 years	
Read aid newsletters regularly	90.5	85.4	92.8	89.0	70.7	94.4	89.9
Attend aid association meetings	84.7	82.9	90.4	80.3	39.7	92.8	84.3
Follow progress of aid bills	74.5	61.0	85.5	62.2	44.8	79.4	71.4
Read "Chronicle of Higher Educ." or "Higher Educ. and National Affairs"	69.3	53.7	75.9	48.8	41.4	76.7	62.4
Attended ACAC, AACRAO or APGA	16.8	19.5	24.1	20.5	6.9	28.3	19.8
Participated in aid meeting (read paper, led discussion)	32.1	14.6	57.8	29.1	6.9	51.1	34.8
Committee work for aid association	29.2	12.2	61.4	29.1	8.6	50.6	34.3
Published aid article	2.2	--	4.8	3.1	--	4.4	2.8
Served as consultant	18.2	12.2	45.8	23.6	1.7	40.0	25.3
Held office in aid association	14.6	--	34.9	9.4	--	30.6	15.7

TABLE 22

PERCENTAGE OF AID ADMINISTRATORS AT DIFFERENT LEVELS OF PROFESSIONALIZATION--BY TYPE OF INSTITUTION, TIME IN PROFESSION, SIZE OF AID PROGRAM, AND TYPE OF POSITION

	Degree of Professionalization		
	Low	Medium	High
Type of institution			
Private 4-year	29.9	56.9	12.4
Private 2-year	58.5	36.6	4.9
Public 4-year	18.1	42.2	39.8
Public 2-year	40.2	47.2	12.6
Time in profession			
Under 1 year	69.0	29.3	--
1-3 years	37.3	56.0	6.7
3-5 years	22.7	45.5	31.8
Over 5 years	16.3	51.1	32.6
Size of aid program			
Under 300 applicants	52.8	40.3	6.8
300-1000 applicants	22.8	66.1	11.0
Over 1000 applicants	4.1	40.5	55.4
Type of position			
Full-time	23.3	50.5	25.7
Part-time alone	48.9	45.9	5.2
Part-time with other staff	39.5	44.7	15.8
All respondents	33.8	48.5	17.5

TABLE 23

PERCENTAGE OF AID ADMINISTRATORS WHO RATE VARIOUS METHODS OF PROFESSIONAL DEVELOPMENT AS "VERY IMPORTANT"-- BY TYPE OF INSTITUTION AND WITHIN A SELECT GROUP OF PROFESSIONAL LEADERS

Method	Type of Institution					
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Professional leaders*	All Respondents
State meeting	61.0	78.6	72.3	63.8	75.0	66.2
Regional meeting	41.9	28.6	48.2	37.8	50.0	40.5
National meeting	15.4	9.5	14.5	13.4	20.6	13.9
National office (Exec. Secy.)	19.1	14.3	20.5	15.0	29.4	17.5
Code of ethical standards	44.9	35.7	45.8	42.5	54.4	43.3
Journal devoted to aid	33.1	28.6	48.2	37.8	52.9	37.4
Recommended set of credentials for aid officers	30.9	21.4	31.3	25.2	41.2	28.1
Graduate training programs	28.7	26.2	37.3	33.9	42.6	32.0
Additional workshops	36.0	50.0	26.5	44.9	32.4	38.4

*Respondents who checked at least seven professional activities in question 12.

TABLE 24

PERCENTAGE OF AID ADMINISTRATORS WHO RATE VARIOUS POTENTIAL FUNCTIONS OF A NATIONAL OFFICE AS "VERY IMPORTANT"-- BY TYPE OF INSTITUTION AND WITHIN A SELECT GROUP OF PROFESSIONAL LEADERS

Function	Type of Institution				Professional leaders*	All Respondents
	Private 4-year	Private 2-year	Public 4-year	Public 2-year		
Testify on federal bills	58.1	59.5	66.3	61.4	69.1	61.1
Report Washington activities	45.6	31.0	56.6	47.2	60.3	46.9
Represent the aid profession	61.0	52.4	67.5	56.7	60.3	60.1
Operate employment clearinghouse	14.0	11.9	10.8	11.0	16.2	12.1
Liaison with other professions	16.9	23.8	20.5	18.9	29.4	19.1
Advance professional development	27.2	26.2	39.8	31.5	39.7	31.2
Organize training activities	39.0	33.3	34.9	37.8	36.8	37.1

*Respondents who checked at least seven professional activities in question 12.

TABLE 25

PERCENTAGE OF AID ADMINISTRATORS WHO JUDGE THE DEVELOPMENT OF VARIOUS SERVICE AND ETHICAL STANDARDS AS "VERY IMPORTANT"-- BY TYPE OF INSTITUTION, AND WITHIN A SELECT GROUP OF PROFESSIONAL LEADERS

Function	Type of Institution					
	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Professional leaders*	All Respondents
Professional relationships	29.4	33.3	34.9	30.7	44.1	31.4
Responsibility to students	83.1	78.6	80.7	80.3	80.9	81.2
Responsibility to the college	62.5	45.2	43.4	49.6	54.4	52.3
Relations with schools	28.7	16.7	27.7	34.6	47.1	29.1
Providing public information	27.2	21.4	31.3	33.9	30.9	29.6
Confidentiality of records	55.1	47.6	56.6	56.7	63.2	55.2
Relationships with donors	42.6	31.0	34.9	44.1	41.2	40.2

* Respondents who checked at least seven professional activities in question 12.

TABLE 26

PERCENTAGE OF RESPONDENTS INDICATING THE MOST NEEDED STEP IN FURTHERING THE PROFESSIONAL DEVELOPMENT OF FINANCIAL AID ADMINISTRATORS

Recommendations	Respondents	
	Frequency	Percent
Graduate Program in aid administration	45	11.6
Continuation of training workshops and programs	44	11.3
Educate faculty and other administrators on the role of the financial aid administrator	43	11.1
Improve communication to community, parents, students and donors	16	4.1
Credentials for entrance into the field	14	3.6
Various response	97	25.0
No response	129	33.2

APPENDIX B

August 20, 1971

MEMORANDUM

TO: Directors of Student Financial Aid of Institutions of Higher Education in the SASFAA Region

FROM: O. Wayne Chambers, Assistant Director of Financial Aid, The University of Tennessee

SUBJECT: SASFAA Survey on Professional Development

Enclosed is a questionnaire to gain information about the professional development of student financial aid directors of institutions of higher education in the nine southern states that make up the SASFAA Region. Will you please take about twenty minutes of your time to complete and return the questionnaire according to the directions. Your responses will be held in confidence.

This questionnaire, with exception of questions 16-23, was used with the permission of the College Entrance Examination Board which developed it for use in an earlier survey in the Western Region. Sole responsibility for this survey, however, rests with the SASFAA Survey Committee.

Please return the questionnaire by September 1, 1971. The results of the survey are scheduled for release at the 1972 Annual SASFAA Meeting in February. Thank you for your usual fine cooperation.

OWC:rc

Enclosure

APPENDIX C

Higher Education Survey

Name _____ Institution _____

DIRECTIONS: These questions should be answered by the individual who assumes day-to-day operational responsibility for the administration of Financial Aid on your campus. Please answer each question if at all possible. Give the best judgment you can and, if you wish, explain any answer in the "comment" space. Call collect (615) 974-3131 to clarify any question. Please return by September 1.

(1) How long have you worked in Financial Aid?

Years _____ Months _____

(2) Approximately how many Aid applicants does your office handle in a year?

_____

(3) What was your major responsibility one year ago?

At this college:
- Same position as now ( )
- Another position in Aid work ( )
- Another position on campus ( )

At another college:
- Position in Aid ( )
- Another position ( )

Student only ( )
None of above ( )

(4) Which best describes your present position?

Primarily Aid Administration ( )
Part-time Aid Administration with Aid professionals under me ( )
Part-time Aid Administration with no other Aid professionals in this office ( )

(5) To support professional development of Aid Officers, does your institution provide released time and pay expenses for the following? (Check if yes)

	Release Time	Pay Expenses
Meetings within state	( )	( )
Meetings out-of-state	( )	( )
Coursework related to job	( )	( )
Outside professional activities	( )	( )
Attendance at workshops	( )	( )
Office subscriptions		( )

(6) What is the nature of your responsibility in determining aid policies on your campus?

Primarily responsible ( )
Partially responsible ( )
Slightly responsible ( )

(7) In your judgment, what areas of academic preparation would be especially useful for Aid Officers? In which have you taken formal courses?

	Very Useful	I Had A Course
Data Processing	( )	( )
History & Philosophy of Financial Aid	( )	( )
Accounting	( )	( )
Statistics	( )	( )
School Law	( )	( )
Need Analysis	( )	( )
Finance & Taxation	( )	( )
Counseling	( )	( )
Research Methods	( )	( )
Aid Administration	( )	( )
Other (Explain over).	( )	( )

(8) What types of information for job orientation are desirable for New Aid Officers? Which did you have?

	Desirable	I Had
Job Responsibilities	( )	( )
Limits of Authority	( )	( )
Institutional Policies	( )	( )
Office Administration	( )	( )
Overview of Yearly Work	( )	( )
Program Procedures	( )	( )
Minority/Poverty Issues	( )	( )
Relations with Other Offices	( )	( )
Procedures Manual	( )	( )

(9) Ideally, what is the best way for new Aid Officers to get practical experience? (Check one)

Internship ( )
2-4 week summer institute ( )
On-job training is sufficient ( )

(10) In what ways do you prefer to keep current? Assume all are available, and check those you would likely use.

Occasional coursework ( )
Workshop (2-4 days) ( )
Professional meetings ( )
Professional journals ( )
Summer institute (2-4 weeks) ( )
Self-study materials ( )

(11) Check the most useful topics for inclusion in workshops – (A) to train new Aid Officers, and (B) to keep experienced officers current. (Mark both columns.)

	(A) New Officers	(B) Old Hands
Office procedures	( )	( )
Research methods	( )	( )
Trends in education	( )	( )
Preparing reports	( )	( )
Economic trends	( )	( )
Record systems	( )	( )
Research findings	( )	( )
Status of Aid bills	( )	( )
Interview techniques	( )	( )
Recent Aid literature	( )	( )
Major Aid programs	( )	( )
Need analyses	( )	( )
Data Processing	( )	( )
Personnel Administration	( )	( )
Minority/poverty issues	( )	( )

(12) Check each that you have done.

Read Aid newsletters regularly ( )
Attend Aid association meetings ( )
Participated in Aid meeting (read paper, led discussion) ( )
Follow progress of Aid bills ( )
Read "Chronicle of Higher Education" or "Higher Education and National Affairs" ( )
Attended ACAC, AACRAO, or APGA ( )
Committee work for Aid assoc ( )
Published article on Aid ( )
Served as consultant off-campus ( )
Held office in Aid association ( )

In the next 3 questions rate each alternative: 1-Very Important, 2-Important, 3-Not So Important

13 In developing the Financial Aid profession, how important do you rate each of the following?

Rate each: 1, 2, or 3.

State Meeting ..... ( )
Regional Meeting ..... ( )
National Meeting ..... ( )
National Office (Exec. Secy.) ..... ( )
Code of ethical standards ..... ( )
Journal devoted to Aid ..... ( )
Recommended set of credentials for Aid Officers ..... ( )
Graduate training programs ..... ( )
Additional workshops ..... ( )

14 If there were a national office (Executive Secretary), how important do you rate each of the following functions?

Rate each: 1, 2, or 3.

Testify on federal bills ..... ( )
Report Washington activities ..... ( )
Represent the Aid profession ..... ( )
Operate employment clearinghouse ( )
Liaison with other professions .... ( )
Advance professional development . ( )
Organize training activities ..... ( )

15 The following issues concern professional service and ethics. Which most need discussion and standards?

Rate each: 1, 2, or 3.

Professional relationships ..... ( )
Responsibility to students ..... ( )
Responsibility to the college .... ( )
Relations with schools ..... ( )
Providing public information .... ( )
Confidentiality of records ..... ( )
Relationships with donors ..... ( )

16 What is the highest degree you have earned?

( ) Bachelors Major _____ Date completed _____
( ) Masters Major _____ Date completed _____
( ) Doctors Major _____ Date completed _____

17 Are you presently enrolled in a degree program? ( ) yes ( ) no. If yes, degree for which you are working _____. Major _____.

18 Do you plan to pursue a higher degree in the future?
( ) Yes ( ) No
Type of program? _____
Major _____.

19 Should there be a graduate degree program with a major in aid administration in our region?
( ) Yes ( ) No

20 What is your age?

( ) 21-24 ( ) 46-50
( ) 25-30 ( ) 51-55
( ) 31-35 ( ) 56-60
( ) 36-40 ( ) Over 60
( ) 41-45

Sex ( ) Male ( ) Female

21 Who is your immediate superior in aid matters?

( ) President
( ) Dean of Students
( ) Dean of Admissions
( ) Chief Business Officer
( ) Other: _____

22 What is your current annual salary?

( ) Under $7,000
( ) $7,000 to $8,500
( ) $8,501 to $10,000
( ) $10,001 to $12,000
( ) $12,001 to $14,000
( ) $14,001 to $16,000
( ) Over $16,000

23 Do you favor a National Convention for financial aid administrators? ( ) Yes ( ) No

24 In your judgment what is the single most needed step in furthering the professional development of Financial Aid Administrators?

COMMENTS: Use this space to explain any answer

Use stamped self-addressed envelope provided—Return to:

O. Wayne Chambers
SASFAA Study Director
The University of Tennessee
816 Volunteer Boulevard
Knoxville, Tennessee 37916

APPENDIX D

Survey Respondents*

Alabama

Alabama Christian College
Alabama State University
Alverson-Draughon College
Athens College
Auburn University
Birmingham Southern College
Daniel Payne College
Enterprise State Junior College
Faulkner State Junior College
Florence State University
Gadsden State Junior College
George C. Wallace State Tech. Junior College
Huntingdon College
Jacksonville State University
Jefferson Davis State Junior College
Jefferson State Junior College
Livingston University
Marion Institute
Miles College
Mobile College
Mobile State Junior College
Northwest Alabama State Junior College
Oakwood College
Patrick Henry State Junior College
Saint Bernard College
Southern Union State Junior College
Spring Hill College
Stillman College
T.A. Lawson State Junior College
Talladega College
Troy State University
Tuskegee Institute
University of Alabama, Birmingham Campus
University of Alabama, Tuscaloosa Campus
University of Montevallo
University of South Alabama
Walker College

Florida

Barry College
Bethune-Cookman College
Brevard Community College
Broward Community College
Chipola Junior College
Daytona Beach Community College
Edison Junior College
Florida A & M University
Florida Institute of Technology
Florida Junior College at Jacksonville
Florida Keys Community College
Florida Memorial College
Florida Presbyterian
Florida Southern College
Florida State University
Florida Technological University
Gainesville Junior College
Gulf Coast Community College
Hillsborough Community College
Indian River Community College
Jacksonville University
Jones College
Lake City Community College
Lake-Sumter Community College
Manatee Junior College
Miami-Dade Junior College, North
Miami-Dade Junior College, South
North Florida Community College
Okaloosa-Walton Junior College
Palm Beach Atlantic College
Palm Beach Junior College
Rollins College
Saint Johns River Junior College
Saint Leo College
Saint Petersburg Junior College
Saint Petersburg Junior College, Clearwater Campus
Santa Fe Junior College

*Several questionnaires were received without identification and a few were received too late to be included in the survey.

Survey Respondents*

Florida Cont'd.

Seminole Junior College
South-Eastern Bible College
Stetson University
Tallahassee Community College
University of Florida
University of South Florida
University of Tampa
University of West Florida

Georgia

Abraham Baldwin College
Albany Junior College
Albany State College
Armstrong State College
Atlanta Baptist College
Atlanta School of Art
Atlanta University
Augusta College
Berry College
Brenau College
Brunswick Junior College
Clayton Junior College
Columbus College
Dalton Junior College
Dekalb College
East Central Junior College
Emmanuel College
Emory University
Floyd Junior College
Georgia Institute of Technology
Georgia Southern College
Georgia Southwestern College
Georgia State University
Gordon Military College
Kennesaw Junior College
La Grange College
Macon Junior College
Medical College of Georgia
Mercer University
Middle Georgia College
Morehouse College
Morris Brown College
North Georgia College
North Georgia Technical and Vocational School
Oglethorpe College
Paine College
Piedmont College
Reinhardt College
South Georgia College
Southern School of Pharmacy
Southern Technical Institute
Swainsbow Area Vocational and Technical School
Tift College
Toccoa Falls Institute
Valdosta State College
Waycross-Ware County Area Vocational-Technical School
Wesleyan College
West Georgia College
Young Harris College

Kentucky

Ashland Community College
Berea College
Brescia College
Campbellsville College
Centre College of Kentucky
Cumberland College
Eastern Kentucky University
Elizabethtown Community College
Kentucky State
Lexington Technical Institute
Murray State University
Northern Kentucky State College
Prestonsburg Community College
Saint Catharine College
Southeast Community College
Spalding College
Sue Bennett College
Sullivan Business College
Thomas More College

*Several questionnaires were received without identification and a few were received too late to be included in the survey.

Survey Respondents*

Kentucky Cont'd.

Transylvania University
Union College
University of Kentucky
University of Louisville
Western Kentucky University

Mississippi

Blue Mountain College
Copiah-Lincoln Junior College
Delta State College
East Mississippi Junior College
Hinds Junior College
Holmes Junior College
Jackson State College
Jones County Junior College
Mary Holmes College
Meridian Junior College
Millsaps College
Mississippi Gulf Coast Junior College
Mississippi Industrial College
Mississippi State College for Women
Mississippi State University
Mississippi Valley State College
Natchez Junior College
Northwest Junior College
Pearl River Junior College
Prentiss Institute
Rust College
Saints Junior College
Tougaloo College
University of Mississippi
University of Southern Mississippi
Utica Junior College
Whitworth College
William Carey College
Wood Junior College

North Carolina

Applachian State University
Atlantic Christian College
Barber-Scotia College
Bennett College
Brevard College
Cape Fear Technical Institution
Carteret Technical Institution
Catawba College
Catawba Valley Technical Institution
Central Carolina Technical Institution
Central Piedmont Community College
Chowan College
Davidson College
Davidson County Community College
Durham College
Durham Technical Institute
East Carolina University
Elon College
Forsyth Technical Institute
Gardner Webb College
Greensboro College
Guilford College
Guilford Technical Institute
High Point College
Holding Technical Institute
Isothermal Community College
King's College
Lees-McRae College
Lenoir Community College
Louisburg College
Mars Hill College
Mount Olive College
Nash Technical Institute
North Carolina State University
Peace College
Pembroke State University
Pfeiffer College
Randolph Technical Institute
Rockingham Community College
Rowan Technical Institute

*Several questionnaires were received without identification and a few were received too late to be included in the survey.

Survey Respondents*

North Carolina Cont'd.

Sacred Heart College
Saint Andrews Presbyterian College
Saint Augustine's College
Sandhills Community College
Shaw University
Surry Community College
Technical Institute of Alamance
Tri-County Technical Institute
University of North Carolina at Asheville
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Wilmington
Wake Forest University
Warren Wilson College
Wayne Community College
Western Carolina University
Western Piedmont Community College
Wilkes Community College
Wilson County Technical Institute
Winston Salem State University

South Carolina

Benedict College
Central Wesleyan College
Claflin College
Clinton Junior College
Coastal Carolina Junior College
Erskine College
Florence-Darlington Technical Institute
Francis Marion College
Furman University
Horry-Georgetown Technical Institute
Lander College
Limestone College
Lutheran Theological Southern Seminary
Midlands Technical Education Center
Newberry College
Palmer College
Piedmont Technical Institute
South Carolina State College
Southern Methodist College
Spartanburg Junior College
University of South Carolina, Beaufort
University of South Carolina, Columbia
University of South Carolina, Lancaster
University of South Carolina, Salkenhatchie
University of South Carolina, Spartanburg
University of South Carolina, Union
Winthrop College
Wofford College
York Technical Institute

Tennessee

Aquinas Junior College
Austin Peay
Belmont College
Bethel College
Bryan College
Carson-Newman College
Chattanooga State Technical Institute
Christian Brothers College
Cleveland State Community College
Columbia State

*Several questionnaires were received without identification and a few were received too late to be included in the survey.

Survey Respondents*

Tennessee Cont'd.

Cumberland College
Dyersburg State
East Tennessee State University
Edmondson College
Fisk University
Free Will Baptist Bible College
Freed-Hardeman
Henderson Business College
Hiwassee College
Jackson State Community College
King College
Lambuth College
Lane College
Lee College
LeMoyne-Owen College
Lincoln Memorial University
Martin College
Maryville College
McKenzie College
Meharry Medical College
Memphis State University
Middle Tennessee State University
Mid-South Bible College
Milligan College
Morristown College
Motlow State Community College
Nashville State Technical Institute
Peabody College
Roane State Community College
Scarritt College
Siena College
Southern Missionary College
Southwestern at Memphis
State Technical Institute
Steed College
Tennessee State University
Tennessee Tech
Tennessee Wesleyan College
Trevecca Nazarene College
Tusculum College
Union University
University of the South
University of Tennessee, Chattanooga
University of Tennessee, Knoxville
University of Tennessee, Martin
University of Tennessee Nashville
University of Tennessee Medical Units, Memphis
Vanderbilt University
Volunteer State Community College
Walters State Community College

Virginia

Averett College
Blue Ridge Community College
Bluefield College
Bridgewater College
Central Virginia Community College
Christopher Newport College
Clinch Valley College
College of William and Mary
Dabney S. Lancaster Community College
Eastern Mennonite College
Eastern Shore Community College
Emory and Henry College
Ferrum Junior College
George Mason College
Germanna Community College
Hampden-Sydney College
Hampton Institute
Hollins College
John Tyler Community College
Longwood College

*Several questionnaires were received without identification and a few were received too late to be included in the survey.

Survey Respondents*

Virginia Cont'd.

Lord Fairfax Community College
Lynchburg College
Madison College
Mary Baldwin College
New River Community College
Norfolk State College
Northern Virginia Community College, Central Campus
Northern Virginia Community College, East Campus
Old Dominion University
Paul D. Camp Community College
Presbyterian School of Christian Education
Radford College
Randolph-Macon College
Randolph-Macon Woman's College
Richard Bland College
Roanoke College
Saint Paul's College
Shenandoah College and Conservatory of Music
Southside Virginia Community College
Southwest Virginia Community College
Stratford College
Sweet Briar College
Thomas Nelson Community College
Tidewater Community College
University of Richmond
University of Virginia
Virginia Commonwealth University
Virginia Highlands Community College
Virginia Intermont
Virginia Polytechnic Institute and State University
Virginia Union University
Virginia Wesleyan College
Virginia Western Community College
Washington and Lee University

*Several questionnaires were received without identification and a few were received too late to be included in the survey.